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The work is one which every teacher should be familiar with and every school should possess.

The only errors noted are in plate LXVII. In the case of eight of the illustrations the numbers do not correspond with the numbers of the descriptive text.

F. H. Howard

Colgate Academy

Historical Survey of Pre-Christian Education, by S. S. LAURIE, LL. D. Longmans, Green Co.

Perhaps no series of articles in an educational journal has attracted more attention from thoughtful readers than the remarkable articles on the history of education which have appeared in the SCHOOL REVIEW at intervals during the past two years. These articles have now been collected, with but few changes and the addition of a chapter on Quintilian, to form the volume under notice. The work represents the fruits of the widest scholarship of one who may certainly be esteemed the foremost living writer in his field in either England or America. Prof. Laurie's conception of education is so broad that in treating the history of the subject, he deals first of all with those political, social, and religious conditions of the people which determine its ideals. Towards these ideals education is directed. By these it is largely determined. Such a conception as this removes at once the danger that the book will fall into a mere chapter of annals. The period chosen for this work is that in which the materials are most difficult to obtain and most intractable. An extraordinary range of reading in the fields of history, archaeology, and other sciences that now light up the past, is betrayed on every page of Prof. Laurie's work. In dealing with the education of each people, the writer has selected as typical the period at which the culture and civilization of that people reached its highest development. One might suppose at first that there would be little of practical value for the teacher of to-day in a survey of educational conditions so remote from our time, but the truth is that at every step strong side lights are thrown on one or another of the educational theories that prevail or assail in our day. Incidentally the debt that civilization as well as education owes to each of the races discussed, is clearly revealed. To some of the races, the Chinese notably, it is only too evident that education and civilization owe practically nothing, and the condi-

tions that account for this fact stand out as warning beacons that nations of our day may avoid their fate. Students who have read the "Institutes of Education" and have perhaps been somewhat repelled by the too great brevity, conciseness, and apparent dogmatism of that book, will find another side of Professor Laurie's work revealed in this history. The style is most interesting and attractive. Indeed, there are few educational works that are as delightful reading. The work fills a vacant place in English pedagogical literature. The author has already made a valuable contribution to educational history in his "Rise and Early Constitutions of Universities." The hope may be expressed that at no remote date he will find opportunity and impulse to bridge over the gap between the two works, and thus form a practically continuous history of education from the earliest times to the beginning of the modern period. It has always been a matter of regret that we had not in English an adequate history of education. If Professor Laurie could only be made to consider the whole field of education on the same plan that he has now worked out for the Pre-Christian period alone, this regret would no longer exist.

The Educational Ideal. An outline of its growth in Modern Times. By JAMES P. MUNROE. Boston: D. C. Heath Co.

The title of this work does not necessarily give any idea of its interesting contents. The scope of the work will be better defined by an extract or two from the introductory chapter: "We feel that to us for the first time in the history of pedagogics, inspiration has come, and that from our hands after centuries of distrust and misunderstanding, the child is at last to receive right education. It is to remind ourselves of the falseness and narrowness of this attitude that I have ventured to sketch the growth of the educational ideal. In so doing I hope to show that the preëminent influences upon the growth of this educational ideal have been those alone which paid some heed to the natural development of man, that taught some study of the normal growth of the child, that tended in short towards what I must call for want of a better term, a natural education." . . . "Dealing, therefore, with these successive educational heroes, I shall consider as types and leaders in educational progress, Rabelais, Francis Bacon, Comenius, Montaigne, Locke, the Jansenists, Fénelon, Rousseau, Pestalozzi, Froebel, and, collectively, women." It will